The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

A Sampling of Interests
New student-founded clubs bring baked goods, badminton, and charity fundraisers to the many extracurriculars at LHS.
[turn to page 6]

Considering Concussions
The LHS girls' varsity soccer team raises awareness of concussions in a game for the ThinkTaylor Foundation.
[turn to page 8]

Volume LV Issue II — November 2013

New modular classrooms planned for growing student population

■ **Anisa Haque**
Isaiah Lee-Shim
Staff Writers

Anticipating increases in student enrollment at Lexington High School, administrators are planning to construct two ten-classroom modular buildings on campus to accommodate the growing student population.

LHS plans to utilize between $6.7 and $7.7 million dollars to construct the roughly 12,850 square-foot modular classrooms. The first modular, or prefabricated building, will be situated in the Senior Quad near the library; the second, between the science and math buildings. Administrators expect these modulars to be put in place between September 2014 and September 2015.

Trends in Lexington suggest that by 2016, LHS will have about 150 more students than at the turn of the century.

Phyllis Neufeld, president of the Lexington Education Association, said, "Our MCAS scores are high. We have growth in closing the student achievement gap. We have a lot of immigration. We have a problem with overcrowding: classrooms are too small, and there is not enough space."

A special committee was designed to tackle these concerns. Committee representative David Lautman summed up the focus of the discussion: "How are we going to fit these kids?"

Lautman described various proposed solutions for the spacing issue, such as adjoining the math and foreign language buildings via a blockade of classrooms. However, the construction of Estabrook Elementary School depleted the necessary funds for construction, and the committee looked for a more cost-effective solution.

"Modulars are modern high school classrooms ... they'll actually be nicer than the classrooms we have now," said Lautman of the planned educational environments. Key features of the future rooms include more space, air conditioning and SMARTBoard technology.

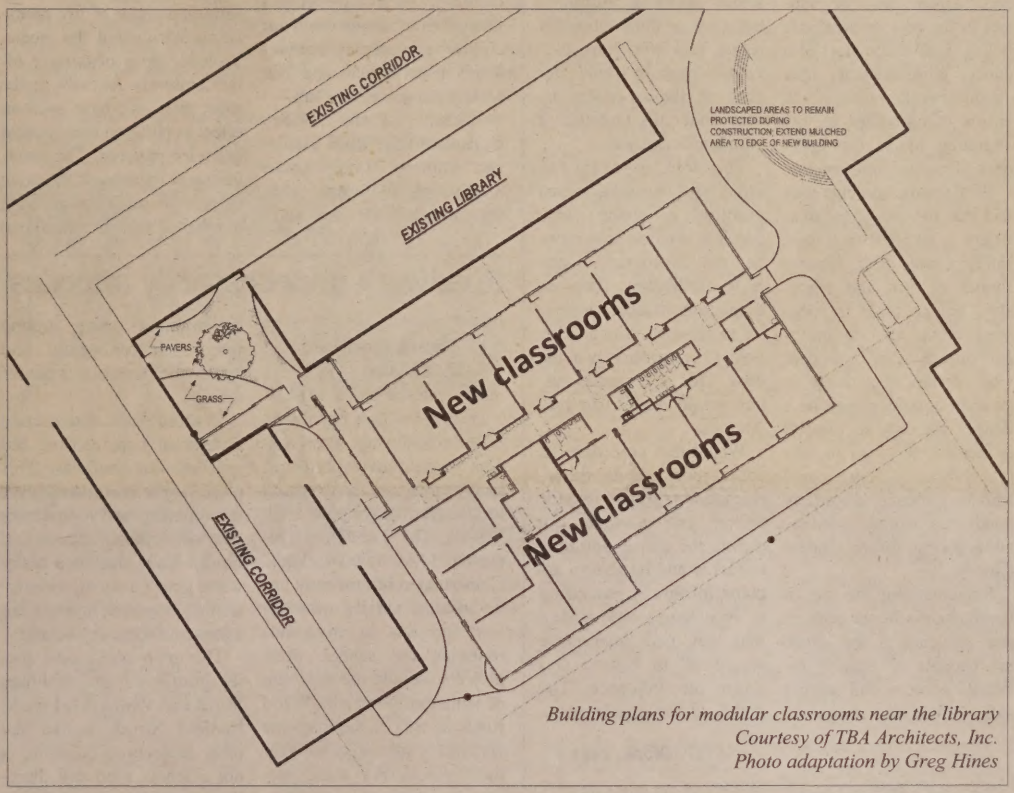
In order to accommodate the modulars, workers have been removing and replanting the vegetation by the library.

When the plans for these modular learning environments are finalized, the committee intends to officially inform the teachers and student body. Based on the improved conditions, Lautman predicts that students will react well to the additions.

Jonah Watt, president of the class of 2014, said, "I think that [the addition of modular classrooms] is necessary with our school population increasing and I'm sure the new students will be fine with it. Personally, I'll miss the open space in the Senior Quad."

Teachers had relatively neutral reactions to the modular additions. Mathematics teacher Dea Haupt said, "It's fine. We've taught in [modulars] before."

Neufeld said, "Dr. Ash had said at school committee that he did not see the modulars as taking the place of high school renovation." Rather, "in about 10 years" administrators will develop school remodeling plans to counter overcrowding.



Building plans for modular classrooms near the library
Courtesy of TBA Architects, Inc.
Photo adaptation by Greg Hines

David Lautman retires following 33-year career at Lexington High

■ **Arman Bilge**
Editor-in-Chief

David Lautman, former dean of the science building, will retire in December, following 33 years at Lexington High School.

As his retirement approaches, Lautman remains involved in a number of projects, including transitioning the new dean, Nicole Canniff, into her new position, and helping to oversee safety and security at LHS.

"It's all [projects] that are at this huge level, that's involved with the town," said Laura Lasa, the principal of LHS. "He's able to just go and give me the details."

Lautman came to LHS in 1980. "I quit my job selling insurance ... took a really big pay cut and started substitute teaching here," he said.

Lautman, who played lacrosse in college, also coached the boys' lacrosse team, bringing success to the team with his enthusiasm.

"He had tremendous knowledge for the game and he's an incredibly competitive guy, so that spread into the team that he was leading," said William Cole, a social studies teacher and a captain of the lacrosse team at the time.

While coaching, Lautman

[LAUTMAN, page 7]

Editorial

Breathalyzer policy creates safe, enjoyable dance environment

On Oct. 18, the senior Class Council hosted the Senior Highlights dance, where attendees decorated shirts with highlighters. However, the incorporation of an activity wasn't the only novel idea. This was also the first school event in which attendees were tested with breathalyzers.

Starting this year, all student dances will be subject to the new breathalyzer policy. Before the start of a dance, administrators may conduct breathalyzer tests to ensure that students are not attending under the influence of banned substances.

While some students may feel that the use of breathalyzers is targeted or unfair, safety comes first. Dances should be fun and enjoyable, but an error in judgment could lead to harmful consequences. A student who appears at a dance in an unfit condition may be a danger not only to himself or herself, but also to others. Substance abuse could lead to violence, disorderly conduct, or worse, as well as endangering future student dances.

Implementing the use of breathalyzers better ensures that students at the dance are capable of making rational decisions and staying safe. After all, enjoyment at school dances must take place in a safe environment. The breathalyzer policy is a step towards achieving greater safety.

But with the use of breathalyzers now fully set in stone, the debate over how the policy should be administered comes into play. The primary concern for students is the issue of subconscious profiling. Administrators may unintentionally target kids who have previously been in trouble for drug or alcohol-related issues under the pretense of "random" selection.

Therefore, a solution to effectively eliminate biased profiling is crucial. One possible solution is to number the dance tickets prior to distribution, then use a random number generator to preselect which ticket holders to breathalyze at the door. This or a similar system would ensure true randomness.

Would this procedure let some students under the influence slip through into the dance? Yes, it might. But during the dance, administrators would be able to account for this by requesting to breathalyze any student that they had "reasonable suspicion" to believe was under the influence. The policy of reasonable suspi-

[EDITORIAL, page 4]

Unsigned editorials reflect the opinion of the majority of the editorial board.

Violence in media, entertainment influences children

■ Sarah Zhang
Staff Writer

"Violence is everywhere in our society: in magazines, books, video games, TV shows and movies," began the presentation at "Awareness of the Effects of Violent Media," a community forum co-sponsored by the PTSA. "We have become a culture that increasingly views violence as a form of entertainment and our children are learning that violence is acceptable and that violence is something fun."

Michael Rich, Nancy Carlsson-Paige, Tom Fiedler and Anthony Brooks spoke at the Oct. 10 forum. After the introduction, the audience was shown a brief clip of children watching two different shows. In one, preschoolers watch the decidedly lovable and peaceful Barney singing with his friends. The audience laughed as the kids shook maracas to imitate Barney. However, the laughter soon died down as the preschoolers watch an episode of the Power Rangers. The effects were unmistakable. The young children proceeded to attack each other in mock fights and scream as they imitated the combative Power Rangers.

The video clip immediately solidified some of my preexisting fears about the media. Violence does negatively affect children. Already in the short term, we have seen an effect as children copy violent behavior patterns. The entertainment industry is the main culprit for selling a growing number of violent games, one prominent example being the popular game "Grand Theft Auto." The sole purpose of the simulation is to steal and fight your way to victory. Moreover, children are awarded points for damage done in games such as "Super Smash Brothers."

Some would argue that these games and shows don't necessarily result in changes in children. But the speakers at the forum presented evidence and examples to demonstrate how children begin to change over time. Children are beginning to learn from a young age, even from their parents, that violence is acceptable and is a source of entertainment.

Teachers have confirmed the notion that children are becoming increasingly violent and aggressive to each other. Presenters at the meeting mentioned studies about

[MEDIA, page 7]

Roadwork unnecessarily impedes student commute

■ Andrea Michelson
Staff Writer

During the first few weeks of the school year, many student pedestrians experienced inconveniences while going to and from Lexington High School. The Lexington Department of Public Works Construction has recently undertaken a variety of roadwork projects in areas surrounding the school. Such projects include the repaving of Waltham Street and Phillip Road, as well as the long-due creation of sidewalks on Winthrop Road. For some reason, however, the construction work begins at the most inconvenient times, around when school begins, and again when school lets out for the day.

Bedford Street also recently underwent construction, but finished this summer. This project took precedence over the repaving and reconstruction of Waltham Street and Phillip Road due to a leaky water gate. Given the circumstances, however, this was not a strategic course of action.

The town could have easily prioritized the Waltham Street and Philip Road work. Bedford Street, unlike the other projects in question, is not a school road and therefore would be a lesser inconvenience to students if it was worked on during the school year.

Although the current projects will improve the road quality in the long run, the timing is certainly not ideal. Take it from a student who traverses both Waltham Street and Philip Road every morning — the men in the yellow hard hats do not consider high-school time management when they drill into the asphalt.

In order to get to school on time these days, not only do I have to set time aside to make myself look presentable and grab a quick breakfast, but I also have to take into account the traffic that I am sure to

[ROADWORK, page 7]

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Administration begins to improve security with new IDs, lock system

Colin Cantwell
Elizabeth Kane
Staff Writers

In order to increase safety and security, the custodial and administrative staff at Lexington High School are planning to install new lock systems on the entrances and classroom doors of the buildings.

The new security system is designed to be controlled through the new LHS faculty IDs. Pictures for the IDs were taken this past summer by Burlington Studios, and the cards themselves will provide each teacher with entry to every door in the school. The IDs will be designed with a magnetic strip on the back that teachers can swipe over door entrances.

The classroom door locks were replaced with "yellow locks", which are yellow on both the inside and outside of the door. The keys are also yellow. These locks are the same on the inside of every classroom door, so any teacher can lock any door from the inside.

Donald Johnson, head of the custodial staff, is involved with the project, as is Adam Goldberg, the associate principal.

The school doors have traditionally been left unlocked due to the open layout of the campus. However, Lexington Public Schools is in the process of increasing the security of the buildings at LHS. Goldberg said, "The district is really raising the priority to address all the schools in the district ... compared to all the other buildings, we are the least secure."

The inclusion of the ID security system, said Goldberg, will protect both students and staff in the long run. "This is an important safety measure for students as for our staff. If you hear something terrible in the hall, you don't want to have to go out into the hall to lock the door. You want to be able to just open the door, hit a button, and close the door while staying on the inside."

[SECURITY, page 7]

Staff photo by Jillian Jandl

Seniors Ayesha Harisinghani, Joanna Garmon, Jonah Watt, and Casey Michon helped to spread the word about Senior Highlights by creating a large poster.

Breathalyzer policy implemented at Senior Highlights

Bharath Chari
Crissy Leach
Staff Writers

On Friday, Sept. 18, Lexington High School hosted Senior Highlights, a casual dance held in Commons II.

The dance featured black lights; students were asked to wear white T-shirts to decorate with highlighter before or during the dance. The neon highlighters theme was created in the hopes that it "would be fun to go to and would be different than just a regular dance," said Jonah Watt, president of the class of 2014.

The dance was also the first in accordance with the new policies put in place as a result of the ban last year.

The dance ban was imposed to encourage the discussion of ways to make dances a safer environment for students and faculty.

In past years, the number of students showing up under the influence or behaving inappropriately had increased dramatically. Because of this, Associate Principal Goldberg said, faculty were "concerned about students' safety on three levels: their social safety, their physical safety, and their emotional safety."

The biggest change to the dance policy was the use of random breathalyzer tests at the door, as well as testing for anyone suspected of being under the influence.

"Everybody is on board," said David Lautman, a school administrator, with regard to the hope that there will be a decrease in the number of students who arrive to dances under the influence. At Senior Highlights, a police officer was also present to help ensure students' safety.

Additionally, there was an entry time for the first half hour of the dance in which the lights stayed on so that, according to Lautman, "if someone preloads and it hits them, it's going to hit them in the first half hour and [the faculty present] will be able to see if they're really a mess before the lights go down."

The lights-on time was incorporated into the dance theme. "We thought that that would be a really great time to spend decorating the T-shirts with highlighters," said Watt.

Joanna Garmon, a senior who attended the dance, said, "Overall, I think it was a success. Everyone was dancing together, and it felt like a time for our grade to actually connect and start the year off right. People understood the new policies, and it made for an enjoyable night."

The administration said it does not expect an immediate reversal from what dances had become.

"It evolves; a culture is a tough thing to change. It takes a long time," said Goldberg.

However, the administration and class council are optimistic in achieving this goal.

"I think that we can have fun dances and people can have a good time without all the external influences and inappropriateness that we've had before," said Watt.

Guidance prioritizes major class changes

Jungwan Kim
Staff Writer

At the start of the new school year at Lexington High School, many students visited the guidance offices in an effort to change their schedules, but the scheduling process actually starts much earlier.

Students begin selecting courses in March, but the entire scheduling process begins during the early fall of that year and ends in the fall of the next year.

When the process begins, administrators work to determine which courses will be offered for the following year.

In February, the new course catalogue is released. Teachers check in with students about academic choices for the upcoming year, then make their class recommendations on the Aspen portal.

"Beginning March is when students have to turn in the courses they have to take for the upcoming school year, including electives," said Cynthia Tang, a guidance counselor. "A couple of weeks after that, they get a verification to double check that it is what they want. So [this component of] the process starts around February and ends around March."

The Aspen X2 portal receives both the teacher and student inputs and then creates a preliminary schedule for the student. Afterwards, the counselors revise these schedules according to individual student requests.

Students receive their schedules in late summer once counselors have accounted for individual requests; the window for students to revise their schedules begins during this time and closes after the first 12 days of school. Students are able to make adjustments to their schedules at any time during this period by meeting with their counselors.

This year, students were required to fill out green forms stating their specific scheduling issue, which sped up the process by allowing prioritization of requests.

"This year, we've done something where we've prioritized the changes, because it's more important for students with major courses," said Tang.

However, many students felt that waiting times to meet with counselors were too long due to the new process.

"It took a week and a half to meet my counselor," said Whitney Decker, a senior.

Although the lines felt long for many students, guidance counselors said the lines were shorter than in the past because the system of green sheets enabled maximum efficiency.

"There's always been long lines. There are 2000 students in the school. Even if 5% came in, that is still a lot of students coming in," Tang said. "We have a large school, so it's always going to feel like a lot of people."

Some students visited their guidance counselors after finding mistakes in their schedules. However, issues were not always resolved to their satisfaction. One of the issues students had was that they were missing major graduation requirements on their schedules.

"I didn't have enough credits. I had only 22 and needed 26 at the minimum. I also ... didn't get [a] foreign language [course], although I signed up for both French and ASL," said Decker.

To resolve this issue, Decker went to her counselor, but it was difficult to work out an ideal schedule due to limited preexisting classes.

"The only way for me to get a foreign language was to switch into an A block French class. I had to end up dropping Advanced Ceramics all together, and I ended up taking Improv instead," said Decker.

Other students wanted to switch into a different level of core classes, but had to balance their priorities.

Mia Kobs, a junior, requested to drop into a Level 1 Math class. "[My guidance counselor said] the only thing that you can realistically change is your English class [to change the math class]," said Kobs. "I truly love English so I went to think about it and decided to stay in honors."

Despite some confusion during this time period, most students were able to meet with their counselors to discuss options.

"I think that the thing that I've seen the most from students is [to be diligent about] the choices they make in March ... to cut down a lot of the stress that happens at the beginning of the year. When minds have changed over the summer, there's a lot of second guessing that happens, and it's nice to be able to relax," said Tang.

Michelle Chong contributed to reporting.

Violinist Yuki Beppu explores love of classical music through 'From the Top,' other projects

Soumya Ram
Grace Wu
Staff Writers

Yuki Beppu is a junior at Lexington High School whose passion for playing the violin has brought her widespread recognition and involvement with local music programs.

Beppu's interest in violin started at age four, when she accompanied her friend to the music shop to pick out a violin. There, she caught the first glimpse of the instrument she would grow to love.

"When I saw the instrument I just completely fell in love with the shape of it and the color," said Beppu

Now, Beppu is an experienced musician who has been playing the violin for 12 years. In these years, she has been busy with countless performances, projects and hours and hours of daily practice.

"I try to practice four to five hours a day," said Beppu, "so [that's] right when I get home ... After that, I do homework."

Among her fellow musicians, Beppu's hard work and dedication does not go unnoticed.

As junior Joe Blumberg, her colleague in the Boston Youth Philharmonic Orchestra, wrote in an email, "Yuki's style and understanding of her repertoire is unparalleled, and her professionalism both in rehearsal and when organizing concerts is admirable. Between her unbelievable talent and real ability to lead fellow musicians in meetings, rehearsals and concerts, Yuki is truly a force to be reckoned with!"

Beppu's daily devotion to and perseverance in her practice have resulted in some unique experiences. According to Beppu, the most memorable was performing for President Barack Obama at the Hynes Convention Center in downtown Boston. Beppu was only in eighth grade when she conducted the solo performance, though it has been three years since then, she described it as a once-in-a-lifetime experience that she would never forget.

"There were ten thousand people [in the audience] ... and it was completely different from other performances that I normally do, because there was a lot of cheering throughout the music," she said. "It was just thrilling to be there."

Beppu said she has greatly enjoyed her musical endeavors. "The reason I like performing is because I like to be on the stage in the spotlight, and I guess my goal is to be able to tell a story without using words, through music," she said. "It's really hard to do, but once you achieve that, its really great, and you form this wonderful connection with audience."

Beppu has also performed on "From the Top," a radio show hosted by a non-profit organization of the same name that showcases classical musicians from around the country. Beppu has been featured in the program twice already as a young performer. When she first performed she was 11 years old, playing in a trio with pianist and fellow LHS junior Daniel Kim.

Her most recent performance with "From the Top" was on Sunday, Oct. 6, when the program invited her to play solo. Beppu said of her performance, "[It] was ... amazing, because it was just really fun, and "From the Top" is a really fun show — not like completely serious, not just like classical music; they make it humorous and everything."

To Beppu, performing with the program is not only an enjoyable experience, but also a unique opportunity. "You don't really get to be on it many times, especially because it's selecting talented musicians from the whole U.S., so it's hard to get in," she said.

Courtesy of From the Top

Yuki Beppu, a junior, performs Sonata in D minor, Op.27, No.3 "ballade" by Eugéne Ysaÿe at a radio taping in New England Conservatory's Jordan Hall.

Beppu's "From the Top" radio performance will be broadcasted in Boston on Sunday, Nov. 24 at 7 p.m. through the NPR radio station.

Currently, she hopes to work with Lady Gaga. "My dream is to collaborate with her in order to make classical music more popular. 'From the Top' is working on contacting her right now," Beppu said.

Her last performance was at a concert on November 17 at 3:30 p.m. She will be playing Tchaikovsky's Violin Concerto in D major with the Reading Symphony.

Beppu has high aspirations for the future, from outreach to collaboration to performance. She is already taking steps toward becoming a professional in the music industry.

Beppu said, "My dream is to become a violinist if possible, a soloist, which I know is really hard, because the music world is so competitive, but that's my goal."

collegebored

Criteria for selecting a college application list: How do you choose?

Alison Cameron
Columnist

Here we are, people. We're in the heart and frenzy of the college application process. The majority of us seniors have found schools we truly love and have cranked out a few of those nasty, cliché supplementary essays. Getting started on the applications and visiting seemingly countless colleges is trying enough. However, as deadlines become imminent, it's imperative that you apply to a collection of schools that's simultaneously realistic and ambitious.

We constantly hear the terms "safety schools," "targets," and "reaches" when college is discussed. Guidance counselors tell us to apply to a certain amount of each different kind of school. But how much is enough? Where should we, the famously ambitious kids of Lexington, draw the line? As much as we want to go to one of the top 25 colleges, it would be ridiculous to apply to all of them. How do we decide which of the 3,000 schools in America (and others throughout the world) deserve our consideration?

During the end of junior year I told myself that I would apply to no more than 10 schools. I didn't want to have to write hundreds of essays or visit even more schools. It's also expensive: each application costs $75. Counting the cost of sending SAT scores and transcripts to each school, it adds up to quite a bit. To save myself money and time, I narrowed down my list of thirty schools to ten, just enough to ensure numerous acceptances.

I decided that each school I wanted to apply to had to meet a certain amount of requirements. As a singer I want to be able to participate in music programs in college, so it was absolutely necessary for me to find schools that had both good academic and musical standards. I also chose schools that had decent dual degree programs or access to music schools nearby, so I could get quality music education alongside my studies. I also didn't want any school smaller than LHS, but no larger than 10,000 students either. My only other requirement was for the school to be in neither the middle of a cornfield nor in the center of a city. I decided that being in a college town or a small city would be the perfect blend of cosmopolitan and campus life. Surprisingly, finding schools with these exact requirements was difficult, but I made exceptions for a few that were appealing enough for me to forgive the fact they were in Ohio or had a population of 20,000 people.

Another problem many people encounter is where to apply Early Decision or Early Action. Many people find the looming November 1 deadline to be too soon to send in the perfect application, but many people use the Early Action option to apply to their safety schools just to assure themselves that they are going to college. Others apply Early Decision to their top choice, oftentimes a top liberal arts school or one of the Ivies. Most of the time, it increases one's chances of getting into a competitive school. I personally am only applying Early Decision II, so I have more time to increase my GPA and perfect my essays. I often procrastinate (as mentioned previously). I figured that applying to most schools during Regular Decision would be the best choice for me because there would be no way I would finish applications by November 1.

Choosing which schools to apply to is tiresome and intimidating, but all of the work we put into this meticulous process will definitely pay off in the end when we finally decide where we plan to go for the next four-plus years of our lives.

EDITORIAL - PAGE 2

cion does not fall victim to the same subconscious profiling that random selection does, because the LHS Student Handbook outlines specific criteria that may warrant a breathalyzer test.

The administration is definitely on the right track in making dances safer and more enjoyable for students through breathalyzer use; our main concern is that students may be unfairly profiled in its implementation.

However, overall, the first use of breathalyzers at the Senior Highlights Dance went smoothly. Students did not appear to feel overly uncomfortable, and there were no major problems with the process. It also seemed as though the presence of breathalyzers was to some degree a deterrent to the use of alcohol or drugs by students before the dance.

Although there is still room for improvement in the new dance policy, it is evident that so far, the administration has done a good job of enforcing stricter, but safer, guidelines for school dances.

Jazz Piano Trio assembles to create original musical style

Prasuna Cheruku
Anar Kansara
Staff Writers

The Jazz Piano Trio is a newly established music group at LHS. The members of this group include drummer Carter Hochman, a junior, and pianist Arjun Krishnan and bassist David Cherepov, both seniors. All three musicians have had many years of experience.

The Jazz Piano Trio was created in order to accommodate the many talented musicians at LHS who deserve to belong to a jazz group.

Justin Aramati, the director of Concert Band, Jazz Big Band, and Jazz Improvisation classes, and music department head Jeffrey Leonard made the decision to create the Jazz Piano Trio.

"[The Jazz Trio] expands the range of talent and ability that the high school has to offer," Hochman said.

Aramati selected Hochman, Krishnan and Cherepov to be part of this group because of their musical ability as well as their chemistry. All three members have had a great deal of experience playing together through the Seminar in Jazz Improvisation class they had all taken last year.

Aramati said, "I want to see them compose and arrange their own music and I would like to see them seek out performance opportunities. I'm really excited to see what they come up with."

A unique aspect of the trio is its members' ability to stray from the traditional jazz techniques and apply their own creativity to produce original and unique music.

"I am excited for us to be able to play off of our own creativity and not the school's jazz regimen," Hochman said.

The Jazz Trio meets every Friday at 6:30 p.m. and has had a few practice sessions so far. Their repertoire will consist of anything that inspires them, but will include genres like punk, Latin and heavy swing. They hope to play at all of the LHS Jazz Nites and even festivals in Boston and New York, such as the Charles Mingus and Ellington Festivals.

Community Changers: Students partner with Jewish Community Center to serve kids

Katie Chen
Matthew Weiss
Staff Writers

Every Tuesday afternoon, a group of dedicated students from Lexington High School board a bus to visit children at the Medford Boys and Girls Club.

There, they spend a period called "Power Hour" reading to first and second grade kids and helping them with their homework.

Although this program, run by the Jewish Community Center in Newton, has existed for over 10 years, it had never been considered an in-school organization until this year when senior Reed Horwitz founded the new club at LHS.

While the opportunity to earn community service hours is a big incentive to join the program, most students currently participating have already finished their community service requirements. Instead, they say, they continue purely for the emotional rewards.

"If we were only in it for the hours, we would have stopped long ago," said senior David Fishman, president of the LHS chapter of the National Honor Society and a dedicated member of the club. "We would not keep coming back week after week unless we really loved doing it."

"The best part of Power Hour is when a kid is struggling with a concept but after you explain it they understand it and seem genuinely happy to have learned the concept," said sophomore member Abby Schwartz, whose early struggles with dyslexia motivated her to join the club and help children develop reading skills.

Many students are involved in the club because they want to make a positive impact on the lives of others.

"Coming from Lexington, we have so much," said Fishman. "The least we can do is give back. Something as simple as spending an hour a week with a young kid can make a huge difference in that kid's life."

The kids at the Medford Boy's and Girl's Club also cherish the time they spend with Lexington students each week. Throughout the year, they bond with older students that have far-reaching influences in their school and social life.

"They might not admit it, but it is clear that they like having us there," said Fishman. "The kids ... get a lot out of it, too."

In fact, so many first and second graders from Medford Public School want to be part of the program that membership is decided by an annual lottery.

Overall, the club strives to make a difference in the surrounding community by assisting in the education and development of young children there.

"Personally, I think that this club is a great cause that really gives back to the community," said Horwitz. "Everyone should have the opportunity to take part."

"I believe everyone has a right to get to the point where reading is no longer a struggle and I want to help them get there," said Schwartz.

The leaders of the new club hope that they can stand as an example for others who also want to make a difference in the community to follow in the future.

As Fishman said, "Everyone can make a difference. Bottom line: You just have to believe you can, and then act on it. Be a leader."

Pop Culture: 'Cool' clothing trends, both past and present, are always undergoing changes

Becca Xu
Columnist

There is a scene in 21 Jump Street, as Jonah Hill and Channing Tatum's characters prepare to go undercover in a high school, where Jenko (Tatum), who is the "cooler" of the two, tries to explain to Schmidt (Hill) some of his wisdom:

Jenko: Are you two-strapping?

Schmidt: My backpack? Yeah.

Jenko: I gotta be seen with you. You gotta one-strap it. Seriously, I'd have no strap if that would even be possible.

Schmidt: Okay, what makes you the expert?

Jenko: I was, uh ... cooler in high school than you were.

The irony of the scene is that once they get to the high school parking lot, they see that everybody is "two-strapping." In fact, the high school status quo is now flipped. Jenko undergoes an identity crisis, especially when he realizes that Schmidt is now considered the "cool" and popular one. In the case of 21 Jump Street, the popular culture of the school has drastically changed, but even so, what is considered "cool" is what the majority of the student body is wearing, doing, or saying.

When Lexington High School's senior Pop Culture class was asked what a typical LHS student looks like, many of the responses were (understandably) identical. Most people focused on what stereotypical guys and girls at LHS wear and own. According to these students, if LHS had a uniform dress code, girls would look something like this: black leggings or yoga pants (Lululemon was mentioned as the preferred brand), a Northface or Patagonia jacket when it gets colder, Uggs, leather boots, or Sperry's, with hair straightened, makeup on, an iced coffee in one hand, and an iPhone in the other. As for the guys, there were also similarities in their "look": Polos, pastel-colored shorts, boat shoes, hats (snapbacks versus Ralph Lauren polo hats), "Tims" (Timberland work-boots), Nike shoes, mid-calfs, iPhones and lanyards.

Now, I've got to be honest, it sounds like they are only describing one group or clique, but take a look around LHS sometime, and I guarantee that you'll be surprised by the sheer number of people wearing some variation of the aforementioned "uniform." Don't get me wrong, there are, of course, numerous unique cliques and groups on campus, and I am not trying to say that every group looks and acts the same as the others.

However, living in the place that we do, an affluent suburb in New England, the underlying culture and circumstances tend to seep into the pop culture of the area. Many people have iPhones because many people can afford them. It also gets cold here in the winter, and North Faces or Patagonias keep people warm. Leggings are simply comfortable (especially on those days when pants or dresses are just too much work).

New England is considered rather preppy, so it is reasonable that people tend to wear preppy clothes (i.e., those prevalent pastel shorts). People drink so much coffee because having to get to school by 7:45 in the morning every day is tiring.

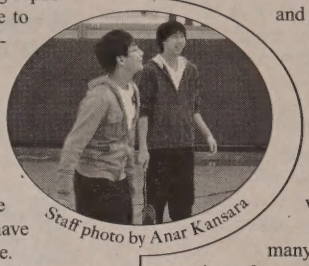
Of course, trends come and go, and as shown in 21 Jump Street, popular culture is always changing. Maybe one day you will come back to visit LHS, and what was once "cool" and commonplace will be flipped on its head. That day, however, is not today. I'll leave you to ponder these musings, or re-watch "21 Jump Street," but in the meantime ... stay interesting, stay wonderful, and above all, stay cool.

New Clubs at LHS

Badminton Club

The Badminton Club, headed by senior Ethan Wu, is advised by Jenny Tak and meets in the gym during X-Block.

"I first came up with the idea of the club during sophomore year," Wu said in an email. "However, due to my training schedule and schoolwork, I was unable to make much headway until the summer before my senior year."


Staff photo by Anar Kansara

Despite challenges like finding a time to meet and getting the proper equipment, Wu said the first meeting was relatively successful, with a turnout of 15-20 people.

The club caters to all skill levels, from those who have never touched a racket to those who have mastered the basics and wish to elevate their game.

"Although we will still need to spend some time learning proper shot making and footwork, [the] emphasis will be placed on playing time," Wu said.

Even though the club provides time to enjoy badminton, Wu has his eyes on the future.

"The biggest thing that my co-captains and I are planning for is the Massbad High School Badminton Championships," Wu said.

Wu said that he feels confident that LHS can send a strong representation to the tournament.

Future Business Leaders of America

The Future Business Leaders of America club (FBLA), advised by Edward Unger, meets every Wednesday from 2:30 to 3:30 p.m. in Room 828.

Students will learn about the world of business through guest speakers and films in preparation for February's annual FBLA competition.

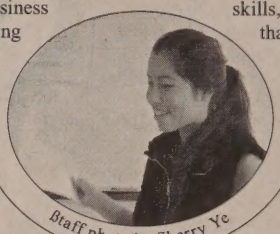
Founder Kitty Fei, a junior, said, "I decided to start a FBLA club after I heard about it from my friends at other schools. I wanted to establish a chapter in Lexington and provide students here who are interested in business with an opportunity to explore their interest."

To learn about business in a more interactive way, students form teams in which everyone has a successful relationship with the others.

"A big part of FBLA is service and leadership, so there will be many events/activities happening throughout the year ... including a variety of community service projects," said Fei.

Students will be able to learn more about the many topics and potentially become future business leaders themselves.

Vice president Steph Glass, a junior, said, "I'm glad I'll get a chance to help students develop business skills, and I'm so lucky to be involved with something that will allow me to work on my own."


Staff photo by Sherry Ye

Meditation Club

Meditation Club, founded this year by junior Alex Sekula, meets every day after school from 2:30 to 3 p.m. in Room 242.

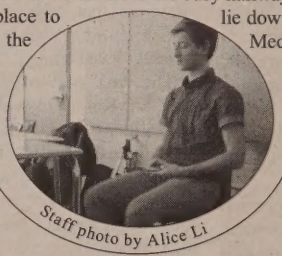
Stress Reduction Week and homeroom announcement meditation sessions have inspired students to try creative methods of relaxation on their own time.

Though he has had no prior experience with meditation, Sekula said he has wanted to start a meditation club for years. He lacked the discipline to meditate at home and started the club as a way to motivate himself to do it.

"Right after school is when you start the rest of your day. It's a good time to relax," said Sekula.

With the blinds down and door closed — a sign warning that Meditation Club is in session — Room 242 is in stark contrast to the busy hallways outside.

If you're looking for a place to lie down and kick off your shoes after a stressful day, the Meditation Club would be happy to have you.


Staff photo by Alice Li

Baking Club

Staff photo by Alfredo Murillo

A hint of camaraderie, a dash of hard work and a sprinkle of creativity is the recipe for the LHS Baking Club.

The club was founded this year by seniors Caroline Caster and Emily Greene. Caster came up with the idea of a baking club because she has always loved to bake.

"I want to own a bakery after college," said Caster. "Sometimes a delicious piece of food can really improve your day."

No food is baked during meetings; rather, members bake at home and bring the products to school on Mondays to share recipes and treats.

Advisor Sara Legge enjoys baking and plans on bringing in her own baked goods.

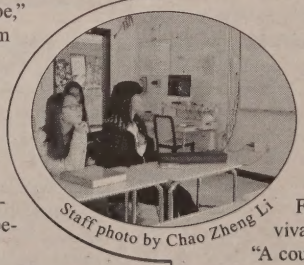
"My husband has a great sugar cookie recipe," said Legge. "I also make a great sour cream coffee cake."

A new theme is decided for each meeting, and the next batch of treats is Halloween-themed.

"I plan to bring mummy cupcakes or Halloween cookies," said Greene.

Both Caster and Green said they hope people will bring home great baking tips, new experiences, and most of all, fond memories.

China Care Club


Staff photo by Chao Zheng Li

Associated with the non-profit China Care foundation, Lexington's China Care Club is returning this year under the leadership of seniors Kay Li and Lilian Lee.

Li and Lee had been club members for two years when the club, without an appointed president, dissipated during their junior year. Faculty advisor Jieying Yao expressed her excitement for the club's revival.

"A couple years ago, Allison Lau and Julia Leung came to me with the idea for the club and anything about China touches my heart," said Yao. "They had all these really creative fundraising activities and gave all funds to orphanages. I remember one time when they invited students to an event where they could make their own dumplings. They wanted to provide many venues for students to contribute."

Yao explained that she had been ecstatic when she saw the posters by Li and Lee to restart the club. Lee shared that she wanted to restart the club for the great experience.

"This year, Kay and I plan to do a lot of fundraising events to raise money to support the China Care Foundation," said Lee. "Some ideas we have include selling Chinese knots and bracelets, bake sales, and selling bubble tea."

Lee stated the purpose of China Care Club is to raise money for the Foundation which supports orphans in China with special needs, and that their desire is to make a difference in the lives of orphans and help in every way they can.

"We had our first club meeting on Monday, October 7th, and during the meeting we got to meet others members who have joined, that share our goal," said Li. "Together, we have brainstormed some different ideas on how to support the cause."

LAUTMAN - PAGE 2

became more involved in the classroom, working with academically-challenged students via the Ace program and as a resource teacher.

In 2001, George Mechem, then associate principal of LHS, asked Lautman to step up as a dean, which has been his position until now.

"He challenges us," said Lasa. "That's going to be a loss in terms of the team."

Students will also miss Lautman as the supervisor of activities and clubs at LHS.

"I worked with [Lautman] so that I could have electricity at the [Activites Fair]," said Cole Oshiro-Leavitt, a senior and the founder of the LHS Ski and Ride Club.

Oshiro-Leavitt also found Lautman's experience at LHS important to making his clubs' ski trips possible. "He'll ... make sure that you're following the rules, but at the same time ... he wants you to succeed," he said.

Lautman has already made post-retirement plans.

"I'm going to do a little bit of traveling, hit the ski slopes," he said.

MEDIA - PAGE 2

a child's brain that violent shows activate areas of fear and stress. The message relayed from the media to children is that the world is an ugly and cruel place, and that natural aggression is an acceptable form of self-defense.

The presentation raised uncomfortable questions for me. Are we turning a blind eye to the "brainwashing" of future generations of children? What message are we sending to the next generation about the world through the pervasive violence in the media?

I have only to look in my own life to see the effects the media has on the younger generations. I have spoken to 11-year-olds who joke about rape, and I have seen elementary-school students punch, kick, and call each other vile names. As a society, we need to end this flood of violence in the media before any more damage is done. People seem to wonder why society today is so cruel, aggressive and immoral. I point to violent books, TV shows and computer games as an answer.

We should all remember that violence is unacceptable and that there is always an off button for the TV or the computer. Communities should petition for more restrictions on violence in TV shows. Children are more intelligent than we think; we should be careful of what we let them see and hear. Let them learn from human interaction, not cartoon characters.

ROADWORK - PAGE 2

encounter on my way. Sure, back roads are an option, but who wants to go out of their way just to get stuck behind a school bus stopping to pick up a couple of sixth-graders?

True, these projects are necessary for public safety. The dilapidated Waltham Street and Phillip Road needed to be reconstructed, and the Winthrop Road sidewalk project increases the safety of students who walk to school. Each project has been voted on by the Town Meeting Board and has been deemed the best course of action.

Some students have also recognized the imminent benefits of the construction.

Elise Rubenstein, also a sophomore, said, "I walk to school every day and personally I have found that the construction has made a bit of a hassle while getting to school. However ... I still think it will pay off when we have a sidewalk in the neighborhood."

Nonetheless, the roadwork is untimely and inconvenient. Others may argue that this is the only time to work on these projects according to the town's agenda, and that the ends will justify the means when we create a better, safer Lexington with the new roadwork projects.

However, roadwork projects in close proximity to Lexington High School are a hazard to students who walk to school. While students who drive to school are simply annoyed with the construction, pedestrians are at serious risk. Active Bobcats, drills, and cement mixers and distracted drivers contribute to the unsafe environment.

"I walk to school ... and sometimes I worry that I'll get hit by a car while trying to avoid the road works," said sophomore Sophia Campbell.

This roadwork debate could have been avoided altogether if Waltham Street and Philip Road had been repaved during the summer, and Bedford Street in September and October. Going into future projects, the Lexington Town Meeting Board should evaluate its priorities with traffic and pedestrian safety in mind. It is crucial to not only consider the outcome of construction projects, but also how roadwork will affect the lives of Lexington families.

SECURITY - PAGE 3

Teachers are overall supportive of the idea.

"It's absolutely a good idea," said Adrenna Antreasian, a resource teacher. "Safety is the most important thing in a big school like this."

As of November, workers are in the process of installing locks for both sides of classroom doors.

According to Johnson, the installation process has been slowed by the school's current key locking system. "It's a hardware issue," said Johnson. "They began to put lockdown cylinders on the inside of the doors, but its a slow process getting it installed [due to] replacing the current school key locks."

In addition to the security system, new measures of identification are also underway. In recent years, there has been a problem with identifying adults in the school, as there are many parents, substitutes and regular faculty members on campus at various times of the day.

When visiting the school, parents and substitute teachers must receive identification badges at the front office. Under the new security door locking system, teachers will receive new ID badges that they are required to have with them at all times on campus.

According to Goldberg, teachers will be encouraged to question the identities of undefined adults on campus. "We all fall under the safety of everybody to look at someone and say, 'If everybody has an ID on and I don't see one [on an adult], what's up?'" said Goldberg. "It heightens the awareness we can put in teachers' hands."

The LHS administrative staff is also set on introducing more substantial evacuation drills. With the events of Sandy Hook Elementary school in mind, the administrative staff is planning to perform better evacuation drills to make students more aware of what to do in such events.

"There are also going to be ... a series of evacuation drills and procedures ... not just your basic fire alarm where everybody knows that, "Okay, it's a fire alarm,' but ... practice knowing how to evacuate," said Goldberg. There will be an effort to make students familiar with codes over the loudspeaker, and instructions on how to proceed in the event of an emergency.

All these initiatives to increase security will be further developed throughout the year.

THINKTAYLOR - PAGE 8

in the world of Traumatic Brain Injuries, by generating increased awareness, recognition and education."

For the LHS girls' soccer team, this fundraising event was the first home game held under the lights in ten years. The game ball, team jerseys, boundary flags, and nets were all orange, the official color of the ThinkTaylor Foundation, and a color that Twellman describes as one of healing.

In a special appearance at the game, Twellman said, "I'm grateful because I thought my biggest accomplishment would be to be a soccer player, but instead, I have had the opportunity to ... and [raise] concussion awareness."

Eleanor Van Arsdell, a sophomore on the varsity team, said, "[Twellman] was very inspirational ... One of the things he stressed was you can't have a mild concussion. If you have a concussion, don't try to play through it."

Driscoll said that he believes that bringing attention to the significance of concussions is an especially important cause for his team to be supporting.

"For girls, the number one sport with concussions is soccer," Driscoll said. "We had a couple players last year who had them, so we want to bring more awareness."

To further educate parents and students in the Lexington community about head injuries, Driscoll has announced that Twellman will be speaking about his personal experiences living with multiple concussions at an assembly at the high school this winter.

CORRECTION:

In the "New Faculty of LHS" infographic, we mislabeled the photo of Daniel Melia as Matthew Willis, the photo of Matthew Willis as Patrick Flynn and the photo of Patrick Flynn as Daniel Melia. We apologize for any confusion it may have caused.

BLOG - PAGE 8

tive comments from people saying that we're too football- and baseball-centered," said Fishman. "[Ebihara and I] only write about Boston sports, so we get some criticism from people for being biased."

Although Fishman, Ebihara and Herrera don't have a formal plan for the future of the blog, they hope to continue writing about sports through their college years. The seniors expressed their desire to move the blog onto its own web domain, but they also appreciate the intimacy of their small-scale project.

"[For our readers], it's like, 'Oh, I know these kids who are writing that,' and it's kind of cool," said Fishman.

Writing for the blog has also helped the students develop ideas for future career paths.

"I've always thought that I've wanted to maybe be a sports agent," said Herrera. "I would love to work for a sports franchise, or maybe even the NCAA, just something where I'm always surrounded by sports."

Fishman and Ebihara also expressed an interest in pursuing a variety of sports-related careers, from sports reporting to managing a sports team. However, all three writers share a dream of working for ESPN.

"We've all [thought] ...'what if' we could be on SportsCenter?" said Ebihara.

For now, the seniors will continue to pursue their passion on Between the Hashes.

"We're just three guys who love sports, and if you want to listen, be our guest," said Fishman.

When you are finished with the paper, please **recycle it**

or pass it on to another person.

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- Jeanne Lin
- Bhavani Tirupati

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Staff photo by Susie Kim

Megan Lepore, a junior and member of the Lexington Girls JV soccer team, celebrates the victory point with her teammate, Elise Counsell, a freshman.

Varsity soccer hosts game, raises awareness for concussion research

Mandy Quan
Andrew Sterne
Staff Writers

On Oct. 5, the Lexington High School girls' varsity soccer team hosted a home game at Worthen Road Field to raise money for concussion research through the Think-Taylor Foundation.

More than 250 members of the Lexington Community gathered to cheer on the team and show their support for increased concussion awareness. In addition to tickets, bracelets and T-shirts were sold as part of the fundraiser.

Eric Driscoll, coach of the LHS varsity girls' team, worked to bring Taylor Twellman, founder of the Think-Taylor Foundation and a former member of the U.S. National Soccer Team, to Lexington to increase awareness of sports-related concussions.

"I've known Taylor for a while. We were aware of his foundation, so we approached him about joining forces to bring into Lexington awareness for concussions," said Driscoll.

Twellman founded Think-Taylor after he retired from professional soccer in 2010 at the age of 30, due to complications of head trauma resulting from the five concussions he had sustained during his athletic career. The goal of the organization is to emphasize concussion awareness and promote the importance of children's health.

According to the Think-Taylor website, "The mission of the ThinkTaylor Foundation is to create social change

[THINKTAYLOR, page 7]

Between the Hashes, a blog created by seniors David Fishman, Tomohiro Ebihara and David Herrera, features their opinions on sports news.

Seniors create sports website Between the Hashes

Ashvin Antony
Daniel Kim
Staff Writers

A year ago, Lexington High School seniors David Fishman, Tomohiro Ebihara and David Herrera created Between the Hashes, an online sports blog.

The trio initially created the blog as an outlet for their love of sports, but it has gained followers across the country from Massachusetts to Michigan.

According to Ebihara, all three seniors follow sports closely, keeping up to date on the latest news by watching ESPN or reading sports blogs such as Bleacher Report. They created Between the Hashes in order to express their opinions on current sports news.

Ebihara said, "David Fishman and I were talking about sports like we always do, and we somehow got onto the topic of [whether] we should start a talk show ... but then we [thought], why not do a sports blog? It's much easier and we can still get our opinions across."

While the seniors never intended to advertise the blog, it has garnered around 90 regular followers.

"[Most] of our readers are from New England, but some of my friends [from Michigan] are reading it," said Herrera.

According to Fishman, the blog has been able to attract followers through its interactive features.

"There's reader email, where, if a [reader emails] us a comment that is thoughtful, we'll repost it on the blog and comment on it," said Fishman. "We also have weekly stuff that people love such as 'College Football Pick'em' ... where we'll [predict the result] of five [college football] games a week."

According to Arjun Krishnan, a senior and follower of the blog, the writing styles of Fishman, Ebihara and Herrera are also appealing.

Krishnan said, "They maintain a professional writing style while integrating humor and pop culture references into their articles."

Despite the blog's popularity, Between the Hashes has also received criticism from some of its visitors.

"We've gotten some nega-

[BLOG, page 7]

From the Sidelines: Volleyball coach George leads girls to states

Justin Kim
Staff Writer

Anna George has led the Lexington High School girls' varsity volleyball team to the state tournament in her second year as head coach.

Last year, the team finished with a 9-11 record and came one win short of the state tournament. This fall, the team finished with a 16-4 regular season record, claiming the Middlesex League title for the large school division and earning the sixth seed in the Division 1 North sectional tournament.

George started playing volleyball in 7th grade at the Boston Latin School, and also played at Hamilton College. She said that she particularly enjoyed forming friendships with her teammates, as well as embracing the competitiveness of the game.

George coached several youth teams while she was in high school and college, but had no formal coaching experience prior to becoming the LHS varsity coach. According to George, connections she made while playing volleyball have helped her transition to coaching.

"My high school volleyball coach Kai Yeun [still] coaches at Boston Latin," George said. "When I first was playing with this idea of coaching varsity, I called him to seek his advice and he said, 'Go for it' ... he has given me some books and has encouraged me from afar."

Additionally, George has received encouragement from several of her former club team coaches, such as the coach of the Concord-Carlisle varsity team, and set up a scrimmage with the LHS team this fall.

After teaching English at LHS over the last four years, George has found similarities between coaching and teaching.

She said, "[In both coaching and teaching] you have a lot of growth from year to year, but you also learn a lot from the kids in front of you ... coaching is a huge learning curve. I've had to make my expectations clearer and my practices more organized."

Staff photo by Adrian Ayala

Girls' varsity volleyball coach and freshman English teacher, Anna George, discusses pre-game strategies with Olivia Goddard, a senior.

George said that she tailors her practices to work on whatever the team struggled with in the previous match.

Sophomore Nikita Selivan, a member of the varsity team, said that one common drill is a precision passing exercise in which the players must make a certain number of accurate passes within a time limit.

George attributes the success of this year's team to chemistry and experience.

"The girls really like each other and enjoy spending time with each other," she said. "A lot of these girls played varsity last year, which gives them more confidence and more comfort playing with each other."

Priscilla Lee, a senior and team captain, said that frequently working with George has taught her to maintain a positive attitude and move on from her mistakes.

George is "a coach, mentor, and friend all at the same time," Lee said.